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Emergency Management

2019

FANS 01272 Emergency Management - Duration Modification CVS Application

Fanshawe College

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Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

Request for Program Modification

College: Fanshawe College
Current Approved Program Title: Emergency Management
Current APS Number: 1272 MTCU Code: 73009 Emergency Management
Implementation Date (Start date of the cohort that will be taking the program with the new title): September 2020
Rationale for Change: The program title <i>Emergency Management</i> will be retained. Per Lisa Sinclair's email dated October 10 th , 2019 we are submitting this request to indicate a change in the program's duration from 1 semester to 2 semesters. In 2008, the program received CVS approval as a 1-semester program, with 621 instructional hours (5 modules). Based on feedback from our QA external focus group, market changes are such that the program team now wishes to take the program to the standard 2 semester (30 week) delivery.
Indicate Program Advisory Committee (PAC) and College Support for the title change: Please see the highlighted excerpts in the enclosed minutes from External Focus Group session held on March 28 th , 2019
Program Vocational Learning Outcomes <i>(please clearly indicate the proposed modifications- where applicable):</i>

Program VLO's continue to align with the program description (no additions), per below:

1. Develop, review, and update emergency policies and programs based upon relevant legislation, standards, and procedures
2. Conduct hazards identification and risk assessments, based on probability and consequence including the formulation of a risk profile addressing public and private sector issues and concerns
3. Develop, implement, and maintain a business continuity plan that will ensure the continuation and recovery of normal operations of affected business and industry.
4. Develop, evaluate, and conduct training programs and exercises to test current emergency management programs
5. Assess the integration and compatibility of various emergency policies, plans and procedures of area/regional private and public sectors.
6. Formulate, implement, and coordinate assigned projects within the community emergency management program within an allocated budget which meet or exceed legislative requirements incorporating a proactive risk management process and global best practices
7. Perform operational functions in emergency situations.
8. Coordinate the development of, and administer public awareness and education programs, emergency information and media relations programs.
9. Liaise/coordinate with provincial ministries, federal departments, private and public sector enterprises to develop and sustain partnerships to assist with all phases of emergency management strategies while ensuring up-to-date data and research

Submission Date:

October 15th, 2019

EMERGENCY MANAGEMENT(EMG2)

PROGRAM REVIEW – EXTERNAL FOCUS GROUP

MARCH 28, 2019 | 9:00 AM – 12:00 P.M.
H1016-2 – FANSHAWE COLLEGE, LONDON CAMPUS

PRESENT:

Peter Kreis	Emergency Management and Risk Specialist, SJHC
Tammy Fritz	Health & Safety Specialist, Toyota Motor Manufacturing Canada
Chris Scholes	Health & Safety Consultant, Toyota Motor Manufacturing Canada
Mike Pugh	Health & Safety Consultant, Toyota Motor Manufacturing Canada
Roxzena Hayden	Salvation Army's Emergency Disaster Services
Jeff Tanner	Captain, London Fire Department
Kim Reynolds	Investigative Staff Sergeant at Western Campus Community Police
Judy Green	Manager, Emergency Preparedness, Middlesex-London Health Unit
Andre Beauregard	Manager II, Emergency Management, City of London
Don Oliver	Sr. Manager Disaster Recovery & Governance, TD Bank Group
Pam McLaughlin	Dean, Faculty of Health, Community Studies & Public Safety
Mark Hunter	Chair, School of Public Safety
Sherry Jacklin	Program Coordinator, Emergency Management Program
Sherry McEvoy	Curriculum Consultant, Centre for Academic Excellence
Jim Holmes	External Chair, Program Review Committee, Centre for Academic Excellence
Colleen Kelsey	Program Review Coordinator, Centre for Academic Excellence

REGRETS:

Henry Pateman	London Police Service
Derek Flynn	Fanshawe EMO Office

CALL TO ORDER AND INTRODUCTIONS:

Jim Holmes called the External Focus Group Meeting to order for the program review of the Emergency Management Program on March 28, 2019 in H1016-2 at Fanshawe College London Campus. A review of the external focus group objectives, roles and responsibilities was discussed.

PROGRAM REVIEW PROCESS AND CREDENTIAL – SHERRY MCEVOY

PROGRAM REVIEW PROCESS AND CREDENTIAL

- ☐ Reviewed the Program Review 5 process
- ☐ Reviewed the External Consultation, and how it fits within overall Program Review process
- ☐ Reviewed the Ontario Credentials framework; credential requirements for an Ontario College Graduate Certificate

VOCATIONAL LEARNING OUTCOMES

- ☐ Address knowledge, skills and attitudes
- ☐ Level of performance associated with credential
- ☐ Do not dictate specific curriculum
- Focus on the graduate; “The graduate has reliably demonstrated the ability to ...”

Program learning outcomes are listed in the meeting package.

ESSENTIAL EMPLOYABILITY SKILLS

- Skills that, regardless of student’s program or discipline, are critical for success in the workplace, day-to-day living and lifelong learning
- ☐ Appear in all published program standards

Colleges demonstrate how these are taught, reinforced and evaluated (6 categories):

- ☐ Communication
- ☐ Numeracy
- ☐ Critical thinking and problem solving
- ☐ Information management
- ☐ Interpersonal
- ☐ Personal

The full list of Essential Employability Skills are listed in the meeting package.

PROGRAM OVERVIEW – SHERRY JACKLIN

PROGRAM OVERVIEW

Current Program and Recent Updates

An overview of the current program (EMG2) was compared to the previous version (EMG1), including changes as a result of the 2014 Program Review:

- ☐ EMG 1
- ☐ January start
- 19 Weeks – 1 semester
- ☐ 20 hours placement
- Full time – Hybrid, 1 day a week in-class session
- ☐ Last Program Review - October 30, 2014

- ☐ EMG 2
- ☐ September start
- 24 weeks – 1 semester
- ☐ 140 hours placement
- Full time – Hybrid, 1 day a week in-class session

Placement

The placement for students was reviewed, including:

- ☐ Comprised of 140 hours

- ❑ Hospitals, Fanshawe College, UWO, Cysis, MLHU, Salvation Army, University of Guelph, City of London, Chippewa of the Thames First Nation, City of Cambridge, St. Thomas Fire, St. Clair Fire Dept., Orilla Fire Dept.
- ❑ Discussed inconsistency in vulnerable sector check and immunization requirements by some placement locations and not others.

Modules

- ❑ Gina Cliffe, City of Cambridge and part-time EMG2 faculty, provided a high level summary of the course content within the six modules.

Certifications / Credentials

- ❑ Basic Emergency Management
- ❑ IMS 100
- ❑ IMS 200
- ❑ Open to discussing more considerations for the future

Practical Exercises

The practical exercises completed by students in the program was reviewed, including:

- ❑ Table Tops
- Functional Exercise – Sim cell
- ❑ May Field Exercise (e.g. tornado, dirty bomb, hostage scenarios)
- ❑ Trauma and Treatment (includes police, fire and EMS)
- ❑ City of London Field Exercise

PROGRAM DATA – MARK HUNTER

APPLICATIONS AND ENROLMENT

- ❑ Program applications and enrollments have been growing, albeit conservatively. Enrollment in 2017/18 was 9 students and enrollment in 2018/19 is 11 students. The limited enrollment is attributed, at least partially, to the lack of general awareness around the profession.

KPI DATA

- ❑ For the latest year of reporting (2016/17 academic year), KPI Overall Student Satisfaction for the program was 67% relative to MTCU (58%) and the School (88%). The overall 4-year average Student Satisfaction score for the program (prior to and including 2016) was 88%. Program updates have been in process since 2015/16.

PANEL DISCUSSION

EMPLOYER EXPECTATIONS OF A PROGRAM GRADUATE

The following themes and ideas were discussed as it related to employer expectations of a program graduate:

- Ability to design table top exercises – the panel agreed that table top exercises are widely used across different sectors
- ❑ Ability to lead programs and process in the Emergency Operations Centre (EOC) structure
- ❑ Ability to provide training for drills, especially as more organizations move toward auditing and evaluating drills

- ❑ Understanding of the development of EOC roles and responsibilities (especially for senior leadership with no experience in EOC)
- ❑ Knowledge of after-action reporting; noting that students currently complete a mock reports
- ❑ Ability to measure outcomes based on metrics (e.g. SWOT analysis) especially as it relates to after-action reporting
- ❑ Importance of understanding the Hazard Identification Risk Assessment (HIRA) HIRA
- ❑ Note-taking and scribing is an essential skill set in an emergency situation (e.g. for potential lawsuits and coroner inquiries)
- ❑ Ability to develop a HIRA strategy for an organization
 - how to mitigate risks with the largest impact
 - develop the plan and know what to do with it afterward based on mitigation
- ❑ Knowledge of threat analysis
- ❑ Understanding of the importance of emotional care in emergency situations, and available supports (emotional care extends to victims and members of the EOC)
- ❑ Ability to develop fire safety plans; including knowledge of fire code and available training sources (*it was noted that this could be a cross disciplinary opportunity with FSE1 program*)

EXPERIENTIAL LEARNING (SIMULATION / PLACEMENT)

The following themes and ideas were discussed as it related to experiential learning:

- ❑ Some placement partners would welcome the opportunity for students to create table top exercises (as a project base learning opportunity) to help with employee training
- ❑ Placement is currently 140 hours, and it is a flexible schedule to meet the demands of the student (e.g., some face to face, others work offsite on projects). Participants agreed that retaining this flexibility was important to both placement partners and students and recommended the program continue to explore different placement models
- ❑ Uniforms on placement (i.e. golf shirt) provide clarity and visibility of the student in some work environments; explore uniform as possibility
- ❑ Timing was rushed for placement; recommended more time to apply learning especially for organizations that have robust orientation / onboarding requirements prior to placement
- ❑ Police checks (criminal and vulnerable sector) should be a standard practice
- ❑ Immunizations were only required by some organizations
- ❑ Fanshawe provides placement clearance details upon acceptance into the program to allow students preparation time to request police checks
- ❑ Vulnerable sector checks are being sometimes being denied at the police station depending on the nature of the request
- **ACTION:** Peter Kreis offered to provide SJHC's documentation that they provide to the police through their Student Affairs department
- ❑ Recommended to survey placement partners regarding the most common requirements for placement regarding security clearances

- ❑ **ACTION:** Judy Green will provide more information on MLHU immunization requirements.
- Importance of being prepared for 'big incidents' at public events; could be a student volunteer opportunity in the EOC at London based events (e.g., Junos, London Air Show)

DEPTH OF TECHNOLOGY REQUIRED

The following themes and ideas were discussed regarding technology:

- ❑ Social media is incorporated into curriculum (e.g., gathering information on situational awareness, incorporated into the exercises, how is it monitored and maintained, how to staff social media)
- ❑ Using social media to assess risk and monitor threats
- ❑ Common software packages are Alert Ready, Everbridge, XMatters, and GIS tools
- ❑ Everbridge has ability to track employees on international business travel
- ❑ Importance of understanding technology abilities, but also understanding what to do when technology fails (e.g. cell phone failure, wireless failure) how to deal with cell phone and technology failures (e.g. use of analog or satellite phones, radios)
- ❑ Understanding the legal implications with social media especially for police investigations
- ❑ Greater importance of analytics to optimize emergency responses

TRENDS FOR THE NEXT FIVE YEARS

The following themes and ideas were discussed regarding trend for the next five years:

- ❑ Environmental Changes
 - Environment Canada has alerts for natural disasters and climate change
 - Students are encouraged to sign up for alerts (not required)
 - Climate adaptation plans are being more common
 - Environmental impacts are becoming more common for municipalities (e.g. GTA freezing rain / ice this past winter)
- ❑ Certifications in Industry (list below were mentioned by panel)
 - Exercise Design Course 4 hours OFMEM
 - Scribing course,
 - Emotional health training – Salvation Army offers foundations of emotional care
 - Foundations of fire safety
 - Mental Health First Aid
 - Use of orange book – risk analysis
 - CISSP – business continuity
- ❑ Cyber Security
 - Cyber security case studies may be helpful for students
 - Information security – not too much detail but case study
 - Business continuity as it relates to cyber security
 - US regulators are starting to incorporate cyber threats into emergency management (merging of the two)
- ❑ Effective Teams

- Knowing who is in charge – understanding roles and responsibilities
- Understanding how to work with outside organizations
- Understanding the role as a facilitator when managing a tabletop exercise
- Networking with other areas is important for relationship building
- Project Management
 - Project management certifications are not an expectation – just an awareness of project management principles (e.g. Gant Charts)
 - Program is currently focused on Ontario/Canada (not globally focused yet apart from looking at mass disasters). An awareness of global laws, regulations and standards is helpful
- Degree Pathways
 - Possible cross-disciplinary opportunities for EMG2 and cyber security program in ITY
 - If a graduate is working in the EMG field already, a degree may be more desirable, especially for promotion to management positions
 - If you are just entering this profession, college credential more desirable
 - Explore additional pathway opportunities (Royal Roads University, Irish / Australian partners, possible Fanshawe degree in public safety leadership)

BUSINESS CONTINUITY

The following themes and ideas regarding business continuity were discussed:

- No certification tied to business continuity include CB, CP, ABCP – huge value in the workplace; DRI (requires a pre-qualification test)
- BCP is becoming an add on to emergency management within municipalities
- BCP for public health agencies is a requirement; which goes hand in hand with responding to an emergency
- Planning for active shooters could be added to curriculum
- Importance of disaster recovery

PROMOTING THE PROGRAM

The following themes and ideas regarding promoting the program and program structure were discussed:

- Marketing the Program
 - Many direct entry students are not aware of the emergency management field as a career path (especially when it merges technology / cyber security)
 - Possible target markets includes:
 - Fire Chiefs – or provincial college – could be seeking certification (seeking CEMC designation)
 - Associations, trades, military personnel
 - York University – Emergency Management Alumni Association
 - Ontario Association of Emergency Managers
 - BCI or DRI
- Program Structure - 24 Weeks Versus 30 Weeks:

- 30 weeks would help with placement to allow more time to complete the 140 placement hours
- Panel supported exploring the 30 week structure
- Breaking down into two semester (use PLAR for those with experience);
- Offer continuing education courses as professional development opportunities for working professionals already in the field

RECOMMENDATIONS SUMMARY

THEME # 1 – STUDENT PLACEMENTS & EXPERIENTIAL LEARNING

1. Consider adding a uniforms for students who are on placement to enhance program's visibility (e.g. golf shirt).
2. Consider alternate placement models (e.g. spreading placement throughout program versus 140 in a block).
3. Survey placement partners to better understand most common placement clearance requirements.
4. Add police checks (criminal and vulnerable sector check) along with other requirements based on survey results (see External recommendation #3).
5. Expand table top content in the program, including tablet top design capabilities.
6. Expand "special project-based" opportunities with practicum employers. Focus on objectives-based projects with post evaluation.
7. Consider re-integrating a "live shooter" emergency event into curriculum.

THEME # 2 - DEPTH OF TECHNOLOGY (SOCIAL MEDIA AND SOFTWARE)

8. Continue to provide content regarding awareness of social media, and the importance of monitoring pending threats.
9. Provide students with opportunity to use emergency alert systems in a simulation / test environment.
10. Consider adding course content regarding planning for cellular and/or social media coverage failures (e.g. analog phones, radios etc.).
11. Consider discussing the benefits of corporate communication rules around employees "publishing" company-related information on social media.

THEME # 3 - ENVIRONMENTAL CHANGE

12. Enhance course content around climate change and environmental impact assessments.
13. Enhance students' general knowledge of funding options (specifically for climate adaptation, but could extend to other funding sources).

THEME # 4 – ADDITIONAL CERTIFICATIONS

14. Investigate the following certifications as it relates to the EMG2 curriculum: OFMEM 4 hour exercise design, emotional health courses available through Salvation Army, and Mental Health First Aid certification, CISSP industry certification).
15. Investigate adding a business continuity certification (ABCP, CBCP, "pre-qualifying tests");

THEME # 5 - CYBER SECURITY

16. Consider integrating a case student regarding cyber security and/or investigate cross-program project with Fanshawe's Cyber Security program;

THEME # 7 - PROJECT MANAGEMENT

17. Continue to build awareness regarding global laws and regulations are jurisdictionally specific, but underlying EMG processes are common across most geographies.

THEME # 8 - DEGREE PATHWAYS

18. Explore additional degree pathways for the EMG2 program.

THEME # 10 - PROMOTING THE PROGRAM

19. Explore promoting the program to the following groups: (1) related disciplines/organizations, (2) senior fire management who require EMG certification, (3) York University's Emergency Management Alumni, (4) Ontario Association of Emergency Managers, and (5) BCI and DRI.

THEME # 11 – EMOTIONAL WELL-BEING & SELF-CARE

20. Expand content around the importance of timely emotional/spiritual care for students as emergency responders as well as the importance of providing emotional/spiritual care for victims of emergency, other emergency responders, and the incident management team.
21. Enhance students' awareness and ability to access appropriate community resources from an optional care perspective.
22. Investigate Salvation Army's Emotional Health program.

THEME # 12 – COMMUNICATION AND RECORD-TAKING

23. Add course content on note-taking/scribing.
24. Integrate post-placement debrief session(s) with students to enhance student learning/sharing.
25. Consider developing a HIRA strategy for Fanshawe College and optimizing information to mitigate risks.

THEME # 13 – FIRE-RELATED CONTENT

26. Consider adding fire safety content to the program, including integrating basic risk assessment for fire plans, and the CRBN Fire Marshal online course.
27. Explore inter-professional projects with Fire Inspection program.

THEME # 14 – EXPANDING THE PROGRAM DURATION TO 30 WEEKS

28. Explore the possibility of changing from a 24 week program to a 30 week program which may help with increasing placement opportunities and incorporating additional course content recommendations described above;
29. Investigate feasibility of spring/summer placement in the expanded program;
30. Consider multiple formats including (1) shortening the program (certificate credential) for people who are already working, and (2) a two-semester program option for those interested in subject specialization.
31. Investigate continuing education based "certification" training for professional development opportunities.

MEETING ADJOURNMENT

The meeting adjourned at 12:00 p.m.